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ABSTRACT

American River College's (ARC) Human Resources Development (HRD) plan for 1991-92 marks the third year of implementation of HRD funding at the college. Funds for HRD were received as part of Assembly Bill (AB) 1725 and activities have included computer training, multicultural awareness, shared governance, and "flexible calender" (paid non-teaching days) activities. Among the programs and events planned for faculty as part of the 1991-92 HRD plan are workshops on classroom research, how to work with small groups, student involvement, and the use of the new campus computers; a 3-day "Great Teachers" retreat; reading-discussion groups; and mini-grants for travel to other institutions. Planned classified staff activities include workshops on effective telephone techniques and successful approaches to career advancement; and travel funds for attendance at conferences and workshops. In addition, five non-teaching days for instructional improvement have been planned as well as special computer literacy workshops. Evaluations of the 1990-91 HRD plan revealed that 182 HRD activities were offered in the fall and 110 in the spring; 74% of faculty attended an event or used the Teaching Resource Center; 66% of classified staff attended workshops; $3,933 in classified travel grants were awarded; five flexible calender days were held; a shared governance colloquium was held; and 85% of participants surveyed rated the HRD activities as "good" or "excellent." Appendixes include a list of Staff Development Advisory Committee members for 1990-91; the 1991-92 budget; a detailed description of 1990-91 HRD programs and activities held and the program evaluation; and a copy of relevant AB 1725 legislation. (PAA)

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American River College
Los Rios Community College District

STAFF DEVELOPMENT REPORT

Human Resources Development Plan 1991-92
and
Report and Evaluation 1990-91

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September 1991

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AMERICAN RIVER COLLEGE

Human Resources Development Report

I INTRODUCTION

American River College has completed three years of Human Resources Development (HRD) funding which has greatly augmented staff development programs. The HRD plans were built upon existing staff development structures and programs, infusing them with new energy and new opportunities. New programs initiated with the funds include computer training, multicultural awareness, shared governance and the flexible calendar program.

ADVISORY COMMITTEE

A Staff Development Advisory Committee (SDAC) oversees the Human Resources Development plan. This committee includes the chairpersons of the five pre-existing staff development committees, the Flex Coordinator, the Faculty Senate President, plus additional faculty, classified and management staff. (See Appendix for committee membership.) The Flex Committee is a subcommittee of the SDAC and includes representation of the three segments.

DEFINITION

The committee accepts the definition of staff development in the statement from the California Community College's Chancellor's office included in the initial certification: *"Faculty and staff development is defined as either direct college or district services to faculty or staff, or support, that helps them improve their skills in instruction, advising, assessing student progress and developing curricula; or that improves student services or staff job performance; or helps faculty to conduct research or other scholarly or creative work, and/or to stay current in their field or discipline."*

STAFF RESPONSIBILITIES

The Dean of Research and Development has the responsibility for all college staff development programs (including the flex program), and works closely with the SDAC, the Teaching Resources Center and the individual staff development committees.

The SDAC is a coordinating committee; it reviews and approves the annual plan, reviews evaluative information, assists in budget development, reviews expenditures, assists in designing needs assessments and gives overall direction to the program.

The Teaching Resources Center Director, a faculty member on partial reassigned time, directs the Teaching Resources Center, in consultation with a TRC Advisory Committee and with a classified TRC Assistant.

The Flex Coordinator, also a faculty member on reassigned time, has overall responsibility for the flex program, working closely with the Flex Committee.

II HUMAN RESOURCES DEVELOPMENT PLAN
1991-92

The Human Resources Development Plan for 1991-92 will continue the successful programs that have been in place for the past few years.
The program is based on various needs assessments, the most recent of which was a comprehensive faculty staff development needs assessment conducted for flex last spring. The Teaching Resources Center remains the cornerstone of our staff development program, with many supplementary activities.

The following is an outline of planned programs/activities for 1991-92:

FACULTY

Teaching Resources Center: "Making Connections" is the theme selected for this year, relating to the institutional theme of involvement and building community. The TRC will have its annual Teaching Week the week of September 23, starting with a lecture by the faculty recipient of the Patron's Chair. Activities during the remainder of the week will include instructional technology and classroom team-building. As usual, the program is determined by the TRC faculty director working with the TRC Advisory Committee which is composed of faculty from all areas.

Other TRC programs and events planned for the year include:

- *Workshops on Classroom Research, based on the K. Pat Cross model*
- *Workshops on how to work with small groups*
- *Workshops on student involvement*
- *The Great Teachers Retreat, a three-day replication of the Great Teachers Seminar for 10 ARC instructors selected by lottery*
- *Initiation of reading-discussion groups*
- *Initiation of the "TRC Connection" linking each new faculty member with a member of the TRC Advisory Committee to help the new faculty become aware of staff development opportunities*
- *Presentation of at least one Instructional Skills Workshop*
- *A series on critical thinking using PBS videos*
- *A spring symposium on a topic to be determined later*
- *Workshops and one-on-one assistance on the TRC's new state-of-the-art computers.*
- *Mini-grants for faculty to visit other institutions or to bring visiting experts to campus*

Grants for Staff Development Projects: Grants will be awarded to faculty for staff or institutional development projects by the Staff and Institutional Development Committee. New this year are additional funds for departments that wish to bring speakers or consultants to work with them on flex days.

Reassigned Time: Reassigned time for staff development projects will be awarded by the Professional Standards Committee, which also awards Type A and Type B Professional Development Leaves provided by the District and specified in the faculty contract.

CLASSIFIED STAFF

A full slate of workshops is scheduled for classified staff this year, developed by the Classified Advisory Committee. Among the topics planned are: The Power Within: How to be a Winner; Effective Telephone Techniques; and Successful Approaches for Career Advancement (applications and interviews). In addition, funds will be allocated to offices or areas that have special training needs.

As usual, travel funds will be available to classified staff for conferences, workshops or visits to other worksites. These funds are awarded by a subcommittee of the Classified Advisory Committee.

The CAC raises funds on its own to provide educational awards to classified staff who are taking college classes.

MANAGEMENT

The Management and Organizational Development Committee (MOD COM) has planned workshops on the following topics: The Psychologically Disabled Student; High School Panel: Major Issues; a tour of the State Chancellor's Office, The Office of the 90's and Total Quality Management (TQM) in a Community College Setting.

In addition, funds are available to management staff to attend one-day workshops or symposiums. And, each year, a manager is selected to attend the California Administrative Leadership Seminar.

ALL STAFF

Flexible Calendar: This year there will be five non-teaching days for instructional improvement activities, primarily designed for faculty but open to classified and management staff. Last year the primary focus, as suggested by the needs assessment, was on departmental activities. This year there will

be two additions: an all staff Convocation to begin the new school year and individual or "in lieu" activities which may be conducted in lieu of coming on campus during certain prescribed flex days. Money has been budgeted for a speaker for the Convocation and for small awards to departments who wish to bring a speaker or consultant to work with them on flex activities.

Multicultural Awareness: The Multicultural Awareness Committee is a subcommittee of the Affirmative Action/Sex Equity Committee. Its charge is to develop and implement staff development activities for staff on topics relating to multicultural diversity. Plans for the year focus on revision of curriculum to include multicultural content.

Computer Training: A number of computer workshops will be offered including Introduction to Computers; Introduction to Dbase 4.1; and Adobe Illustrator. In addition, one-on-one training and trouble-shooting assistance is provided by the campus microcomputer specialists.

Shared Governance: Most of the recent shared governance objectives have been met. However, funds have been allocated in case additional needs arise for workshops/training.

III IMPLEMENTATION AND EVALUATION
HUMAN RESOURCES DEVELOPMENT PLAN
1990-91

IMPLEMENTATION

This was the second full year the college received AB 1725 funds for Human Resource Development to augment its staff development program. The Staff Development Advisory Committee, which includes the chairpersons of all staff development committees plus members-at-large, continued to coordinate the broad range of staff development activities and to provide input into the staff development budget.

A new emphasis this year was implementation of the Flexible Calendar program with five days during which instruction was not held so that staff could participate in instructional improvement activities. The Flex Committee, a subcommittee of the Staff Development Advisory Committee, met regularly through the year with the Flex Coordinator Bill Hunt and a comprehensive program of departmental and institutional activities was developed.

The following is a brief summary of each component of the college's staff development program for 1990-91; full, detailed reports are included in the appendices.

FACULTY STAFF DEVELOPMENT

The highlight of the staff development years was the celebration of the ***Teaching Resources Center's*** 10th anniversary in the fall. (See pages 13-22 for full TRC Annual Report.) University of Texas educator John Roueche was the featured speaker at the celebration, and Assemblyman Tim Leslie presented the TRC with a resolution from the State Assembly. Accomplishments of the TRC over its 10-year lifespan were cited and former faculty directors were honored.

Faculty director this year was chemistry instructor Nancy Reitz; our new TRC assistant was Connie Ferrara. Major accomplishments of the year were increasing the number of programs offered and updating TRC computer hardware.

Some 72 programs were offered during the year, an average of two programs a week. Computer training continues to be a major emphasis of the TRC and accounts for much of the individual TRC use.

The TRC was heavily used this year, with an unduplicated count of 217 day faculty, 57 part-time faculty, and 78 classified staff. This means that 74 percent of the day faculty attended an event or used a TRC service during the school year.

The ***Staff and Institutional Development Committee***, chaired by chemistry instructor Nancy Reitz, awarded 35 grants to 33 faculty members and two instructional areas for a grand total of $15,157. A majority of the grants were for travel to conferences, to keep faculty updated in their fields -- a major interest cited in all needs assessments. (See pages 27-29 for complete listing of awards.)

Nine faculty were on Professional Development Type A and Type B leaves, as specified in the faculty contract. Another three faculty had reassigned time for staff development projects funded by AB 1725. These leaves are awarded by the ***Professional Development Committee***, chaired this year by history instructor Tom Bloom. (See pages 30-31 for listing of faculty on leaves.)

CLASSIFIED STAFF DEVELOPMENT

A full program of workshops and travel grants was offered this year for classified staff. (For complete listing of activities and awards, see pages 31-33.) Among the workshops held were: *Enhancing Your Credibility; Building Partnerships Through Effective Conflict Resolution; Effective Interaction With Minority Students; and Health and Safety for Custodial Staff.* Flex days provided additional opportunities for classified staff to participate in staff development activities. Around 66 percent of our classified staff attended a workshop this year (attendance of classified staff was not taken at all Flex activities).

In addition, travel grants were awarded to 22 classified staff members and to one area (for in-service by a visiting expert) by the ***Classified Advisory Committee*** for a grand total of $3,933. These grants are used by classified staff to attend conferences, workshops or seminars to upgrade their skills. In addition, educational awards were given to 22 staff members in an amount totalling $1,710; these funds are raised by the Classified Advisory Committee.

A Classified Orientation Program was implemented this year, based on suggestions from the Classified Advisory Committee. The CAC was chaired by graphic artist Melissa Green.

MANAGEMENT STAFF DEVELOPMENT

Four workshops were held for management staff, organized by the MOD COM (***Management and Organizational Development Committee***), chaired by

duplicating supervisor Marnell Nicknig. Workshops included a morning with John Roueche, *Creativity: An Alternative to Burnout; How to Handle Students with Emotional Problems; and Legislative Update*. The management program also included a tour of CableData. Three awards were made to managers to attend special workshops and seminars and one manager was sent to the California Administrative Leadership Seminar. (See page 34 for management staff development program.)

ALL STAFF

A major new source of staff development opportunities for all staff this year was provided through implementation of the ***Flex Calendar*** (for full year-end report see pages 23-26). ARC's flex program was coordinated by engineering instructor Bill Hunt, and included five full days of instructional improvement activities.

A needs assessment had indicated that departmental activities were the highest priority, so this first year's program reflected that need. Some institutional activities were also offered, open to all staff, including a variety of computer topics as well as general topics such as *Making Meetings Work and How to Listen Powerfully*. In all, 182 activities were offered in the fall and 110 activities were offered in the spring.

An evaluation after the first semester indicated good satisfaction with flex offerings by day faculty; increased offerings were requested by evening faculty.

In implementing the first flex program, it became evident that planning, implementation and accountability for flex days are time-consuming activities far beyond what was initially anticipated. The program for 1991-92 will require even more staff time as it includes opportunities for "in-lieu" individual activities. While flex is currently being funded by AB 1725 funds, a major concern relates to funding if and when those funds are no longer available.

Other staff development activities for all staff funded by AB 1725 funds included a ***Shared Governance Colloquium*** in the fall. Over 40 representatives from all four segments met to examine ARC committee structure and recommend improvements. The recommendations from the colloquium went to the Shared Governance Committee; as a result a number of changes in Standing Committee Guidelines were made.

Computer Training, another focus for the AB 1725 program, was held mainly during the flex days. Workshops were coordinated by, and sometimes conducted by, campus Microcomputer Specialists. A total of ten workshops were offered to all staff, and several presentations relating to office automation

and careers in data processing were conducted for business area classes; in addition, funds were allocated to the Financial Aid area for in-service on computer software.

Finally, the ***Multicultural Awareness Committee***, chaired by Behavioral/ Social Science Dean Francisco Arce, co-sponsored several teleconferences with the Teaching Resources Center and conducted a Minority Staff Development Retreat attended by 14 faculty, classified and management staff. (See pages 35-38 for complete report.)

EVALUATION

Individual Evaluation: Each person funded by AB 1725 funds or participating in a program funded by AB 1725 is required to write a brief evaluation report, assessing the activity and indicating actual or planned changes in classroom or support practices.

These individual evaluations are a real testament to the impact of AB 1725. A wide variety of improved practices is described by faculty, classified and management. For some excerpts from these individual evaluation reports see pages 41-43.

End-of-year Evaluation: For the third year, a questionnaire was sent to all staff at the end of the school year asking them to indicate the kinds of staff development activities in which they had participated and to assess the comprehensive program.

A total of 106 completed questionnaires were returned, or approximately 20 percent of regular day staff. Of the respondents, 74 percent were faculty, 12 percent were classified and 4 percent were managers. Some 85 percent had participated in the program.

Overall, respondents gave the comprehensive program high marks ("excellent" or "good") in all four categories: comprehensiveness: 86 percent; diversity: 85 percent; overall quality: 85 percent and publicity: 89 percent.

Most negative comments were from part-time faculty who are not eligible for staff development grants or leaves and from faculty whose teaching schedule prohibits their attendance at most workshops.

Participation: An effort was made to keep an unduplicated count of participation in the wide range of staff development activities. A conservative estimate is that three-quarters of the day staff participated in at least one facet of the program, beyond flex activities.

SUMMARY: At the conclusion of three years of AB 1725 funding, staff support for the program is very high. Faculty, classified staff and management collectively give high ratings to the overall program and individually report positive changes in classroom instruction and support activities as direct outcomes of their participation.

While the flex calendar has greatly expanded professional development opportunities for faculty on the five instructional improvement days, many faculty are still frustrated that programs during the school year conflict with classtime. And, the challenge remains to provide meaningful professional development activities for part-time faculty.

All in all, AB 1725 funds have had a major impact on both the quality and quantity of professional growth opportunities at American River College and have thus enriched the educational experience for its students.

Staff Development Advisory Committee
Membership -- 1990/91

Tom Bloom - CoChair - faculty
Chairman, Professional Standards Committee
Sharon McCuen - CoChair - Dean of Research/Development

Nancy Reitz - faculty
Chairman, Staff and Institutional Development Committee
Director, Teaching Resources Center
Charles Hunt - faculty
Faculty Senate President Designee
Melissa Green - classified
Chairman, Classified Advisory Committee
Bill Hunt - faculty
Flex Coordinator
Marnell Nicknig - management
Chairman, Management & Organizational Development Committee
Kathie Read - faculty
Sue Lorimer - faculty
Irene Velasquez - classified
Bruce Werner - management

APPENDICES

STAFF DEVELOPMENT BUDGET -- 1991-92

ARC	ARC BLOCK GRANT	DIST. INNOVATIONS/ STAFF DEVELOPMENT	AB 1725	TOTAL	ALLOCATION
TRC	7,024	1,975	12,000 **Sal** 10,134 **OE**	**31,133**	28,13
Staff and Institutional Devmt Committee		5,000	15,000 **Reg** 1,500 **Flex**	**21,500**	20,000
Professional Standards Committee			23,000	**23,000**	20,000
Classified Staff Development	850	1,640	4,010	**6,500**	8,000
Management Staff Development		1,500	3,000	**4,500**	6,000
Computer Training			2,000	**2,000**	1,841
Shared Governance			500	**500**	1,000
Multicultural Diversity			2,000	**2,000**	4,000
Flex			9,000 **Sal** 2,000 **Spk** 1,527 **OE**	**12,527**	10,000
Contingency/ Operations		3,000	10,646	**13,646**	2,000
TOTAL	**7,874**	**13,115**	**96,317**	**117,306**	**100,974**

Legend: Sal=salary OE=operating expense Reg=regular spk=speaker

Teaching Resources Center Annual Report, 1990-91

Introduction

This year the TRC was under the direction of Nancy Reitz of the ARC Chemistry department. The TRC Advisory Committee of 23 faculty members met 12 times in the last nine months, brainstorming on ideas for programs, speakers and workshops and preparing for major special events like Teaching Weeking, the Christmas Faire, the Staff Art Show and assessing the current programs and needs.

The focus of the TRC this year was on two major aspects: increasing the number of programs offered and updating the computers. Seventy-two programs were offered, which is an average of two weekly programs over 36 weeks. The programming was largely based on a needs survey conducted in Spring 1990. The median number of participants at any given TRC event was 13. The average attendance at all events (taking out the birthday celebration, the Macintosh demonstration and Christmas faire) was 20. Videos were made of 20 in-house programs (not including teleconferences) so faculty could see them at their convenience.

Effort went into creative publicity this year. Events were advertised many different ways: by a new calendar, flyers, postering every department weekly, newsletter articles in the monthly *TRC News*, personal invitation and by a column for the weekly campus Notes publication to all staff. People have remarked that creative publicity has enhanced the image of the TRC.

The other objective of the TRC this year —to substantially expand computer capability— was realized. The three Macintosh SEs were upgraded to 2 megabytes RAM and all three are now equipped with hard drives (two have 40 meg external drives and one with a 20 meg internal). The TRC also acquired a new flat bed Abatron scanner, a powerful new Macintosh IIsi, a portrait monitor for full page layout, and a new Mac Classic as a new loaner computer. Significant amounts of software were bought to aid faculty in presentations (More 3.0 and Powerpoint), in wordprocessing (Works 2.0, Word 4.0) in designing spreadsheets (Wingz), in desktop publishing (Pagemaker 4.0). The graphic program Superpaint, the certificate program Lazerwriter Award Maker and fifteen Grade Machine software packages (which were distributed to faculty by lottery) complete the picture of the software purchases. These, together with the new hardware, have made the TRC into a "WOW" place again.

In addition to our programs and resources the TRC hosted the new faculty orientation at the beginning of the year, and continued as the site of faculty senate meetings. The TRC collaborated with the Multicultural Awareness Staff Development committee to co-sponsor events and teleconferences, including a series of discussions on ways to incorporate multicultural issues into the curricula.

Looking at the year in review, the total number of visits to the TRC for regular programs, brown bag lunchtime programs and to use TRC services and resources was a duplicated count of 1,663 (which does not count the faculty senate, and other special group use). An unduplicated count of 217 full-time faculty (including deans and administrators), 57 part-time faculty, and 78 classified staff used the TRC. Average percentages showing the overall, unduplicated count of TRC use for the 1990-91 year are: Full-time faculty, deans and administrators - 74%, Part-time faculty -16%, Classified - 31%.

The following sections are short descriptions of highlights of the year. The sections covered are Major events, Guest speakers, Staff speakers and presentations, TRC sponsored workshops, Initiative groups, and Statistics on other TRC services and resources. Data on major TRC purchases and an events list are attached.

Major events

The TRC's Birthday

The kick-off for the eleventh year of the TRC was a gala 10th anniversary celebration on September 20,1990 with the renowned John Roueche as the keynote speaker. Assemblyman Tim Leslie presented a California State Resolution on behalf of the exemplary efforts of the Teaching Resources Center over the last ten years. A new video - a collection of remarks by each of the first ten directors, 1980-1990 - was unveiled. A newly published descriptive TRC brochure, a commemorative edition of the TRC newsletter, a new logo and bookmarks, buttons and cakes - even TRC balloons - marked the occasion which was planned by committee under the direction of Sharon McCuen and Kathie Read. One hundred thirty-four people signed the guest book.

Teaching Week 1990

The theme of this year's Teaching Week was motivation. On the first day of Teaching Week, Dr. Mary Bolton, formerly of U.C. Davis, gave a talk called *Enhancing Student Motivation* on the realities faced by students and ways to reach them. Twenty-six faculty members attended. This was followed by a Faculty Reception in the library atrium, given by President Randall. The banquet was a lively social occasion and a generous contribution to Teaching Week.

The second day, October 3, 1991, was the day of the Motivational Marathon. Fifteen faculty participants gave 10 minute talks (called sprints because these was a marathon) on the motivational tool or idea that they wished to share. Over the 3 hours (5 presentations an hour!) many excellent - motivational techniques were shared. Forty-six faculty members attended.

On the last day a faculty panel discussion on teaching/learning styles was led by Sherrill Rabe, Mimi Cudzilo and Nancy Reitz. This presented the opportunity for teachers to compare notes on ways to reach students with different learning styles.

Great Teachers' Retreat

The 1990 ARC Great Teachers' Retreat, a replication of the California Great Teachers Seminar, was held at Royal Gorge's Rainbow Lodge on November 2-4, 1990. Participants had been selected by lottery during Teaching Week. Full-time ARC faculty members Gus Berumen (Counseling), Clare Gavin (Learning Disabilities), Charles Honnold (Com/Hum), Ted Kulp (Theatre Arts), Bill Morris (Com/Hum), Frank Navarrette (Behavioral/Social Science), Tom Powell (Assessment), Sharon Rigley (Math), Debby Senna (Behavorial/Social Sciences) and Jean Snuggs (Physical Education) attended. Lupe Gomez (Counseling) had attended the Great Teachers' Seminar the previous summer and was the retreat facilitator.

The Spring "Give me a break" Symposium on Creativity

In this case "Give me a break" refers to a breakthrough- to a new way of thinking, new possibilities, horizons yet to be explored.

The first program was Harold Schneider on "The Discovery Part of Writing." He introduced 12 participants to clustering, a right-brained method of organizing thoughts. His creative approach was a good kick off for Breakout Day with four presentations on creativity - Ted Kulp on voice improvisation, Jacqui Lahr on movement improvisation, Marcia Stewart on visualization and Nancy Sessano on concept mapping. Breakout day was a renewing experience for 22 participants.

The speaker for the third day was Mayor Ann Rudin who addressed personal creativity before giving her views of "A Mayor's prespective on the role of the community college in the community."

The mayor's talk was followed by a reception in honor of ARC staff artists. Special acknowledgment went to those who exhibited photographs, watercolors, oils, needlepoint, crewel work, sculpture and enamel work in the TRC sponsored Staff Art Show during April. Approximately 50 staff members came to the reception to celebrate the creative talent at ARC.

The Christmas "Books & Crafts" Faire

The TRC turned into a wonderland with Christmas decorations, music and speciality foods, bookstore books for sale and enticing crafts made by 26 ARC staff members. In addition, 50 toys and over 100 books were wrapped and collected by staff for the young children in the ARC Children's Center. The faire was an opportunity to celebrate, give toys, buy gifts and crafts and was open to all staff.

Guest speakers

In addition to Dr. Mary Bolton and Mayor Ann Rudin, we were fortunate to have Dr. Wilson Riles, former California Superintendent of Schools, and Dr. Rudolph Crew, current Superintendent of Sacramento City Unified School District, give presentations in the TRC this year.

John Vohs of the U.C. Davis Rhetoric department drew 27 attendees to hear about "Silent Messages: Non-verbal communication in the classroom."

Louise Devatz joined our own Max McDonald in a presentation on the budget outlook for Los Rios and ARC.

Mary Tsukamoto of Elk Grove gave a presentation on the Japanese struggle for redress years after internment during World War II.

We were delighted with the turnout for the "Coffee and conversation" hours with Chancellor Marjorie Blaha and President Queen Randall.

Staff speakers and presentations

The Crisis in the Gulf with Soheir Stolba, October 17, 1990

Soheir's program was one of our most timely and well-attended faculty events. This presentation on the escalating gulf situation in mid-Ocober 1990 drew thirty-six participants. Soheir shared her insights from extensive time spent in the region and answered questions on what the response in the region would be to U.S. intervention.

Helping students affected by the war, with three ARC counselors, February 6, 1991

Shortly after the war started, counselors Sue Lorimer, John Gardner and Don Pierce held a panel discussion on helping students affected by troop activation. A video was made so others could benefit from the discussion and information about handling crises.

Visuals in the Classroom with Melissa Green, January 9, 1991

This presentation opened up the world of multimedia to the 28 participants. Discussion centered around transparencies (special effects), posters (from a thermal printer), and slides. Videodisc, CD-ROM, computer technologies were included.

Other

Other presentations were given on topics of motivation, issues for minority teachers, issues on testing for community college admittance and faculty exchanges. TRC workshops offered by staff are discussed in the following section.

TRC sponsored Workshops

Computer Workshops

ARC faculty has members who are on the vanguard of the world of Macintosh. Among these, Phil Renner, Danny White and Melissa Green offered five different workshops in Hypercard and More 3.0 software and one on the IIsi computer. Phil Smith, who consulted with us this year, will explain the advantages of Apple's new System 7.0 on opening flex day in August. On evaluations of these workshops, participants have encouraged the TRC staff to plan more TRC software application workshops next fall.

A note of appreciation: Many thanks to the LRC staff and the Communications/Humanities department for allowing the TRC's computer workshops to take place in their Macintosh lab facilities.

Myers-Briggs Workshops with Lupe Gomez and Tom Powell

Two workshops on this popular method of depicting personality preferences were offered. In the second, the differences in learning/teaching styles was addressed. Attending both workshops were an unduplicated count of 29 participants. This demonstrated the strong interest in the Myers-Briggs as an assessment tool.

Fall Flex Evening Workshop on Collaborative Learning

Designed for part-time instructors, this three hour workshop began with a collaborative learning video that the TRC made during the 1990 spring symposium. The video was used as a springboard for discussion of collaborative learning applications to the classoom.

Initiative groups

Four initiative groups, with ideas for new objectives at ARC, began in the Teaching Resources Center this year:

Project 2099

Phil Smith presented a proposed science and technology program designed to get women and minorities into the more technical fields.

Classroom Research Workshop

This on-going faculty research group met eight times over the course of the year to study the methods of K. Pat Cross and others. Members are applying techniques directly to their classes and studying the results. The group revolved around a core group of six or seven, led by Nancy Reitz and Sherrill Rabe. The study will continue next year.

Freshman Studies

David Gamst proposed a freshman course of study to help young college students discover resources and develop an educational plan. The Freshman Studies group met five times as a whole and more often in sub-committees. This initiative will continue into the next year.

Student Involvement

The fourth initiative to come from the TRC this year was the TRC Advisory Committee's resolution to focus on active student involvement as a key to greater satisfaction and success. This has since passed the college Goals and Objectives committee. Jack Friedlander of Santa Barbara City College will present more about stategies for student involvement during a TRC flex activity August 15, 1991. Futher study next year will be led by a faculty member with release time for this purpose.

Statistics on other TRC programs, services and resources

• **Computer usage.** Computers were used regularly by 22 faculty members, with approximately 60 attending at least one workshop on innovative software or a demonstration of new computer capability. The TRC was fortunate to have the services of an exceptionally computer literate student assistant, Dave Connolly to aid both the computer novice and sophisticate among the faculty.

The two old Mac IIc loaner computers were borrowed for most of the year by two faculty members and the old Mac Plus was borrowed three times, but it frustrated people since it is out-of-date. (Note: Our main computer loaner computer next year will be a new Macintosh Classic and we expect the demand to increase dramatically.)

• **Teleconferences.** Ten teleconferences were shown over the course of the year to 80 participants. Videocassettes of these programs are on in the TRC video library. We appreciated the assistance and cooperation of Media Services in the use of their video projector.

• **Instructional Skill Workshop.** One ISW was given to four participants in April of this year. It was directed by Roietta Fulgham and Peggy Kraus-Kennedy.

• **Visiting college reps.** Fifteen representatives from other colleges visited the TRC at American River College including recent visits from Cerritos College, Norwalk, CA, City College of San Francisco and Glendale Community College.

• **Written requests for info on the TRC.** Twelve letters requesting information about the TRC were received this year. Information was sent to all including Glendale Commmunity College, Long Beach City College, Moraine Park Technical College, S.W. Virginia Community College, SUNY Morrisville, N.Y., Southwestern College, Redrocks Community College, Hamilton College, Palomar College. Information was also requested by CFT Perspectives publication.
All were sent a cover letter, the new TRC brochure, statements listing the functions of the TRC director, Advisory committee, Resource committee and TRC assistant, recent flyers and newsletters and a TRC calendar.

• **TRC Mini-grant.** One TRC mini grant was awarded to Alma Garcia-Grubbs, Foreign Languages, for $200 as partial payment for a visiting expert on Teaching for Competency.

• **TRC video library.** Thirty-two tapes were borrowed by 22 people from the TRC library.

• **Classroom video feedback.** Nine faculty members requested our video feedback service by having a tape made of their classroom presentation.

• **In-class student evaluation.** Eight faculty members requested student evaluation forms from the TRC and were provided with a choice of approximately six different kinds of evaluation materials.
One faculty member requested and was provided with an in-class student evaluation done by the TRC staff. An oral interview with the class was done after the class had written out an evalutation form. This service provided anonymous, yet personal, feedback. The feedback was specific and helpful.

• **TRC Newsletter.** Six monthly copies of the newly-named *TRC News* were published this year and are now done on a desktop publishing system by the TRC staff. Photographs can now be featured in the newsletters due to this year's acquisition of a camera. Nearly 1,000 copies are distributed each month to all ARC faculty, outreach centers, the Los Rios district office, and interested colleges and individuals. Newsletters are also taken to staff development conferences and distributed.

Connie Ferrara, TRC Assistant
June 7, 1991

Attachments: Major TRC Purchases 1990-91, TRC Events List 1990-91

TRC Purchases for 1990 - 91

Hardware for the computers

Δ	EMAC - 40 External Hard Drive	$ 539.00
Δ	EMAC - 40 External Hard Drive	$ 539.00
Δ	RAM Chips (6 meg total)	$ 252.00
Δ	Portrait Display Monitor	$ 769.30
Δ	Nutmeg Video Display card	$ 410.00
Δ	Abaton Grey-Scale Scanner	$1200.00
+ / Δ	Macintosh Classic (2/40)	$1094.00
Δ	Macintosh IIsi (5/80)	$3718.60
◊	Sharp QA75 Projection Screen	$1250.00
◊	Draper Luma Screen	$89.00
Total		$9772.00

Accessories for the computers

+	Macintosh Classic Carrying Case	$75.00
Δ	Sheet feeder for scanner	$449.00
+	Mouse pads	$20.00
+	Soft carrying case for Sharp QA75	$59.00
Total		$603.00

Software for computers

+	MicroSoft Windows 3.0 (IBM)	$89.00
+	Aldus PageMaker 4.0 (IBM)	$159.00
+	Microsoft Works 2.0 (IBM)	$69.00
Δ	Omni Page (Scanner)	$479.00
+	Inspiration 2.0.5 (Mac)	$99.00
+	MORE 3.0 (Mac)	$249.00
+	MicroSoft Works 2.00 d/e (Mac)	$120.00
+	Aldus PageMaker 4.0 (Mac)	$199.00
+	WINGZ (Mac)	$99.00
+	LASER Award Maker (Mac)	$150.00
+	SuperPaint 2.0 (Mac)	$99.00
+	MicroSoft Powerpoint (Mac)	$149.00
+	After Dark Screen Savers	$147.00
+	Grade Machine 3.0 (Mac)	$99.95
Total		$2207.00

Miscellaneous accessories for the TRC

◊	Chinon Camera	$398.00
◊	Chinon camera carrying case	$10.00
◊	AWIA radio/tape deck	$118.00
◊	Panasonic tape recorder, small	$59.00
Total		$585.00

Key

+ Purchased with funds from the TRC budget

Δ Purchased through the Office of the Vice President of Instruction

◊ Purchased through Learning Resources/Media servic (fire replacement)

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1990-1991 TRC EVENTS

Faculty speakers and presentations

10/3/90	Motivational Marathon - Teaching Week program	15 ARC faculty	46
10/4/91	Learning/Teaching Styles, Teaching Week program	Panel - N. Reitz, M. Cudzilo & S. Rabe	20
10/17/90	Talk on the Gulf Crisis	Soheir Stolba	36
10/24/90	The Diffusion of Innovation	Bill Hunt	6
10/25/90	Myers/Briggs Workshop #1	Lupe Gomez and Tom Powell	24
11/19/90	New Instructional Materials	Melissa Green	4
12/6/90	Myers-Briggs Teaching/Learning Styles Workshop #2	Lupe Gomez and Tom Powell	8
1/9/91	Visuals in the Classroom	Melissa Green	28
2/6/91	Helping students affected by the Gulf War	Panel: S. Lorimer, J. Gardner, D. Pierce	12
2/6/91	Motivating Teachers! Motivating Students!	Danny White	9
2/27/91	Issues for Minority Teachers	Dolores Campbell & Cordia Wade	
3/7/91	Will Testing Curtail Access to Community Colleges?	Dolores Campbell	8
3/20/91	On Faculty Exchanges (repeated 5/15/91)	Allin Gould	2 (4)
4/29-5/1/91	Spring Symposium on Creativity		
4/29/91	The Discovery Part of Writing	Harold Schneider	12
4/30/90	Break-out Day presentations on creativity	T. Kulp, J. Lahr, M. Stewart, N. Sessano	22
5/6/91	A "Novel" Way to Discuss Alzheimer's and Euthanasia	Elizabeth Stewart	17

Off-campus speakers

10/2/91	Enhancing Student Motivation,Teaching Week program	Dr. Mary Bolton	26
11/14/90	The Challenge of Diversity	Dr. Randolph Crew	24
3/13/90	Trends in K-12 and their effect on community colleges	Dr. Wilson Riles	11
3/19/90	The Challenge of Ensuring Justice for All	Mary Tsukamoto	6
4/10/91	Non-verbal communication in the classroom	John Vohs, U.C. Davis	27
2/21/91	Coffee and Conversation with the ARC President	Dr. Queen Randall	14
3/14/91	Coffee and Conversation with the Los Rios Chancellor	Dr. Marjorie Blaha	33
4/23/91	State Budget Effects and the Impact on Los Rios and ARC	Louise Devatz & Max McDonald	17
5/1/91:	A Mayor's Perspective:		
	The Role of the Community College in the Community	Mayor Ann Rudin	15
		(con't)	

1990-1991 TRC EVENTS-*con't*

Brown Bag Lunchtime Programs - open to all staff

9/25/90	Adventures in Alaska	Bruce Patt	16
10/10/90	Alaska by boat and train	JoAnn Klint	18
11/1/90	Visiting Soviet family share cultural experiences	Sue Foster & the Kitanov family	11
11/27/90	A trip to Yugoslavia	Barbara Chance	15
12/11/90	A trip to Czechoslavia	Lucille Rybka	14
4/3/91	Circadian Rhythms and Your Health	Dean Murakami	14
4/9/91	Identifying Learning Disabilities	Clare Gavin	15
4/11/91	Spring Gardening in a Drought Year	Chuck Purcell	9
4/15/91	Problems with Space Flight	Dean Murakami	5
4/24/91	Introducing the new Macintosh IIsi computer	Melissa Green	6
5/20/91	Finding Quality Childcare	S. Gessford & M.J. Maguire Fong	5

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Computer Workshops

11/5/90	Hypercard Possibilites	Phil Renner	12
11/7/90	Demonstration of the New Macintosh Computers	Steve Carter	50
3/11/91	More 3.0 (software) Workshop #1	Melissa Green and Danny White	11
3/18/91	More 3.0 (software) Workshop #2	Danny White and Melissa Green	7
4/15/91	Build a Stack, Hypercard workshop #1	Phil Renner	16
4/22/91	Build a Stack, Hypercard workshop #2	Phil Renner	16

Instructional Skills Workshop

12,18,19 April 1991	Instructional Skills Workshop	R. Fulgham & P. Kraus-Kennedy	4

(con't)

1990-1991—TRC EVENTS-*con't*

Teleconferences

10/15/90	Introducing new Macintosh Classic., LC, IIsi	Apple Productions	26
11/8/90	Tools for Teaching & Learning	PBS program	
11/15/90	Critical Thinking with Edward de Bono		8
1/31/91	Minority Students - How to get them, Keep them, etc...	AACJC /CCSN	20
2/20/91	The Rise of Racism on Campus	Black Issues in Higher Education	6
3/8/91	Achieving a Diverse Staff		3
3/21/91	Math & Data Analysis	Apple Television	6
4/25/91	Multimedia I: Getting Started	Apple Television	0
4/25/91	Multimedia II: Beyond the Basics	Apple Television	11

Initiative groups

11/29/90	Project 2099	Phil Smith	6
11/7/90	Freshman Studies	David Gamst	13
2/13/91	Freshman Studies	David Gamst	
2/27/91	Freshman Studies	David Gamst	
3/18/91	Freshman Studies	David Gamst	
4/17/91	Freshman Studies	David Gamst	
9/27/90	Classroom Research Workshop - On-going Studies	N. Reitz & S. Rabe	12
10/11/90	Classroom Research Workshop - On-going Studies		
11/1/90	Classroom Research Workshop - On-going Studies		
11/15/90	Classroom Research Workshop - On-going Studies		
11/27/90	Classroom Research Workshop - On-going Studies		
1/3/91	Classroom Research Workshop - On-going Studies		
3/12/91	Classroom Research Workshop - On-going Studies		
4/9/91	Classroom Research Workshop - On-going Studies		

(con't)

1990-1991 TRC EVENTS-*con't*

Campus-wide TRC sponsored activity

9/20/90	TRC 10th Birthday celebration		134+
12/7/90	Christmas Books and Crafts Faire		70
2/20/91	Staff Fitness Testing	Jean Snuggs	6
4/16/91	Campus Macintosh Users group meeting	Betty Nelsen	8
April 1991	Staff Art Show in the Library Stairwell Gallery	19 staff artists	
5/1/91	Reception in honor of staff artists, for all staff		50

TRC Advisory Committee meetings

9/5/90
9/19/90
10/10/90
10/30/90
11/14/90
11/28/90
1/31/91
2/20/91
3/6/91
4/3/91
5/15/91
6/5/91

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FLEX CALENDAR ADVISORY COMMITTEE
(member - representing)
Chuck Hunt - Faculty Senate
Nancy Reitz - TRC (Director)
Melissa Green - Classified Staff
Harnell Nicknig - Management
Sharon McCuen - Staff Development Committee
Bill Hunt (Coordinator) - all staff

Date: June 12, 1991

To: Richard Beymer, Assistant Chancellor
Educational Services
Los Rios Community College District

From: Bill Hunt, Engineering Instructor and
1990-91 Flex Coordinator
American River College

Via: Sharon McCuen, Dean
Research and Development
American River College
Dr. Queen Randall, President
American River College

Subject: Report on ARC's 1990-91 Flex Day Activities

Attached is the report on ARC's 1990-91 Flex Day Activities.

This is provided pursuant to an agreement reached at the May 21, 1991 meeting of the Districtwide Instructional Improvement Coordinating Committee.

WWH
Attachments:
Report on ARC's 1990-91 Flex Days Activities
Fall 1990 Flex Catalog
Spring 1991 Flex Catalog

REPORT ON ARC'S 1990-91 FLEX DAYS ACTIVITIES

Introduction

The Faculty Senate at American River College has been the champion of a Flexible Calendar for a number of years. Charles Hunt was the Senate President in the fall of 1989 when a Flexible Calendar proposal was narrowly approved by the ARC faculty, and it was he who set the tone that Flex would have a "grass-roots" approach on our campus. This was critical to its widespread acceptance a year later.

The Staff Development Advisory Committee was charged by the President with developing ARC's approach to Flex. This committee determined that available AB1725 staff development funds would be used to provide a faculty member with some reassigned time to serve as Flex Coordinator. A Flex subcommittee was formed, composed of representatives of faculty, the classified staff, and the management staff, thus ensuring a broad perspective in implementing Flex.

In order to provide coordination and communication at the area level, each department or area chose a Flex Contact Person to work between the local faculty group and the Coordinator to maintain the grass-roots approach.

Finally, we took seriously the Education Code concept that Flex activities were to speak to "a critical instructional-improvement need" and held all proposed activities to that standard.

Programs and Activities Offered

The bulk of Flex activities for 1990-91 were listed in the Flex Catalogs. For the three Flex days in fall, 1990, a total of 182 activities were offered. Some were open to all staff, some were of interest to only one department. They covered curriculum review, subject-matter update, use of new equipment, articulation, district-wide department meetings, sharing of teaching skills, etc.

For the two Flex days in spring, 1991, some 110 activities were offered, essentially covering the same range of topics as did the fall activities.

What Worked Well

To recapitulate from the above sections: a grass-roots approach, area representatives, a broad-based advisory committee, and catalogs that gave Flex some stature.

The program elements which worked well were the English department setting up a "conference" of workshops to meet the diverse needs of faculty in that area, district-wide departmental meetings, "How to Use..." computers and videotape equipment, cross-departmental activities such as "Computer-Aided Drafting for Apparel Design" and "Children and Art", articulation meetings with the departmental staffs at transfer institutions, industry visitation, and "How to Handle Disruptive Students".

What Didn't Work So Well

1. Communication, for one thing.

(a) There were so many new concepts and Code requirements that the Coordinator and his advisory committee occasionally forgot to carry the staff along as the program developed. (Then there were the hasty memos which confused rather than clarified.) But those are normal "startup" problems.

(b) Inter-office mail communication with the part-time faculty members was far less successful than we had anticipated.

2. Selection of the activities to be offered.

(a) More individual activities would have been appropriate, especially for the part-time faculty members.

(b) Departmental activities conflicted with "generic" activities, thereby reducing the attendance at those activities.

(c) Few activities were scheduled for the part-time faculty members.

(d) No activities were designed to forge the entire campus into a unit.

(e) The labor required for the accountability process was excessive. (See "Plans/Needs for the Future", below.)

Problems With the Process

Newness of the concepts. (Next year won't be any better with "in-lieu" days, a "contract", etc.)

Having the Flex Days "imbedded" in the semester made many faculty members feel that something had been "taken away" from them (or from their students). Next year's calendar should solve that problem.

Plans/Needs for the Future

1. Program improvements

(a) Individualized activities: these will be available next year.

(b) Campus Cohesiveness: we have scheduled an all-campus Convocation next August.

(c) Improved programs for the part-time faculty members. This is a major need on our campus. If it is also a major need on the other campuses; perhaps it should be an emphasis for the District Coordinating Committee.

2. The accountability process needs to be either simplified or automated.

(a) We need to consider using the Modesto software. If we decide to try it, then we should see if we can import a data base from the district office's computer rather than typing it all in by hand. If that is possible, then it may make sense to computerize the records.

(b) As presently conceived, the accountability process is considerably more labor-intensive than we had anticipated. If no change is made in the requirements, then we need to consider budgeting more funds for clerical support. Using computers may not reduce the amount of clerical time; that issue needs to be examined carefully.

3. The issue of "institutializing" Flex needs to be addressed at

both the campus and the district levels, especially if community college staff-development funds are reduced next year.

Summary

It's been a great adventure this year, and next year promises to be even more rewarding!

Respectfully submitted,

William W. Hunt

William W. Hunt
A.R.C.'s 1990-91 Flex Coordinator

A. Faculty

Teaching Resources Center - *See report*

Staff Development Awards

Danny White	$1,028 to attend Microscale Workshop.
Soheir Stolba	$927 to attend Society for Anthropology in Community Colleges Conference.
Marcia Stewart Joann Kleemann	$195 each to attend Advanced Med-Surgical Critical Care Workshop.
Linda Zarzana	$792 to attend 11th Biennial conference on Chemical Education.
Lyle Hinks	$556 to attend Bilingual Workshop.
Ted Kulp	$500 to attend National Conference of American Theatre in Higher Education.
Charles Breitsprecher	$695 to purchase SPSS Base Program and Advanced Statistics Program.
Jacqui Lahr	$630 to attend 16th Annual Dance and Movement Workshop.
Bob Garrett	$365 to attend Community College in Accounting Ed Workshop.
Richard Rasor	$886 to attend Evolution of Psychotherapy Conference.
Larry Fulton	$453 to attend Using Instructional Technology in Two-Year Science Programs Workshop.
William Fellers	$1,331 to attend National Educators' Workshop: Update Standard Experiments in Engineering Materials.
Danny White	$520 for lodging for Great Teachers of '89 Reunion.
Carolyn Handa	$650 to attend Seventh Conference on Computers and Writing.

Sherrill Rabe	$175 to attend Mac World Exposition.
Eric Chun	$164 to attend Audio Engineering Society International Show.
Philip Renner	$250 to attend HyperCard for Macintosh Workshop.
James Mar	$369 to attend Asian Pacific Americans in Higher Ed Conference.
Mimi Cudzilo	$344 to attend Be Here Now/Student Success Skills Conference.
Alma Garcia-Grubbs	$472 to attend CA Foreign Language Teachers Assoc Conference.
Peter Howse	$750 to attend Community College West Coast Conference.
Merlin Bradshaw	$286 to attend CA Foreign Language Teachers Assoc Conference.
Richard Guches	$150 to attend Shamanic Journey Workshop.
Clare Gavin	$625 to attend Winds of Change National Conference.
Cordia Wade	$395 to attend Breaking Down the Barriers Conference.
Wayne Bartz	$484 to attend National Convention of Committee for Scientific Investigation of Claims of Paranormal.
Ernest Dahl	$300 to attend CA Assoc for Alcohol/Drug Educators Conference.
Sandy McKaig	$300 to host Computer-Aided Math Instruction Videoconference.
Suzanne Krale	$73, 45, 30 to attend New Approaches to Neurological Emergencies, Psychology of Illness and Managing Breast Cancer workshops.

Jeanne Campanelli	$500 to attend Annual Four C's Conference for English Teachers.
Mary Jane Fong	$163 to attend Annual Conference CA Assoc for Education of Young Children.
Thomas Neuman	$695 to attend 1st Annual Conference on Self-Esteem.
Barbara Chance	$722 to attend Organization for Advancement of Associate Degree Nursing Conference and National League for Nursing Convention.
Carol Pottorff	$180 to attend College Reading and Learning Association Conference.
Harold Schneider	$68 to attend CA Educational Computing Consortium.
Philip Renner	$120 to attend CA Educational Computing Consortium.
Math Department	$100 to pay one-third fee for flex activity (included SCC and CRC) addressing Computer-Aided learning.
C. Christiansen	$954 to attend American Red Cross Nurse Assistant Instructor Training.
Peggy K-Kennedy	$714 to attend 1991 National Institute for Staff & Organization Development.
William Hunt	$490 to attend Workshop on Geometric Dimensioning & Tolerancing.
Linda Zarzana	$523 to attend 10th Biennial Conference Chemical Ed '91.
Chris Rubio	$350 to attend Multicultural Approach to Women's History Conference.
Mavis Wright	$161 to attend Western Psychology Association Conference.
TOTAL AWARDS	**$20,480**

Professional Development Leaves - Type A 1990-91

Ronald Smedberg	Introduce computer data-processing and microscale procedures to the Chemistry 1A program. (Fall 1990)
Tess Enroth	Study Latin American literature and develop a survey course. (Spring 1991)

Professional Development Leaves - Type B 1990-91

Carol Pottorff	Revision of Reading Center curriculum and design three new individualized reading modules. (60% Fall 1990)
Gary Herrlinger	Research and study new AutoCadd 3-D applications and apply new applications to existing courses. (33.11% Fall 1990)
Al Baeta	Develop a Sacramento fire fighters on-the-job physical fitness program. (20% Spring 1991)
Chester Howard	Update material relating to ET-61 lecture and lab and re-write lab units. (40% Spring 1991)
Raymond Carney	Update existing and develop new lecture and lab worksheets for ET-81. (40% Spring 1991)
James V. Thompson	Update skills in preparation to teach ET-68. (20% Spring 1991)
Philip Renner	Develop a series of computer-assisted exercises for physical geography labs. (40% Fall 1990 and 40% Spring 1991)

Staff Development Release Time - AB 1725

Jeanne Campanelli	Evaluate, reorganize and develop material for English 58 program. (40% Fall 1990 and 20% Spring 1991)

Susan Barry	Restructure and develop the Food Service Management curriculum and research/develop proposed Hospitality Management program. (31.1% Fall 1990)
Charles Hunt	Develop software, hardware and write lab manual for physics labs. (20% Fall 1990)

B. Classified

Classified Workshops

October 1990	"Dealing With Serious Illness in the Workplace" Presented by Melinda Barbera; attendance 13.
October 1990	"Sensitivity to Hearing-Impaired Students" Presented by Christie Lindsay; session was open to all staff and classified attendance was 13.
February 1991	"Coffee and Conversation with Dr. Randall" Session was open to classified and faculty; classified attendance 10.
March 1991	"Coffee and Conversation with the Chancellor" Session was open to classified and faculty; classified attendance 10.
March 1991	"Everything You Always Wanted to Know About Hiring & Supervising Student Assistants" Presented by Doreen Turner, Margaret Howard and Melinda Linscott; attendance 20.
April 1991	"Making Meetings Work" Presented by Lois Phillips; session was open to all staff and classified attendance was 6.
April 1991	"Listening Powerfully" Presented by Lois Phillips; session was open to all staff and classified attendance was 10.
April 1991	"Health and Safety for Custodial Staff" Presented by Bill Zeidenberg; attendance was 17.

April 1991	"Building Partnerships Through Effective Conflict Resolution" Presented by Val Jon Farris and Cynthia Stevens; attendance was 24.
May 1991	"Enhancing Your Credibility" Presented by Barbara Walker; attendance was 26.

Total attendance - 171
Unduplicated attendance - 130

Classified Travel Awards

Betty Painter	$25 to attend Automation 1990 Sacramento Postal Workshop.
Barbara Dimopoulos	$220 to attend Be Here Now Workshop.
Diana Nicolaus	$419 to attend Network of CA Community College Foundations Conference.
Charlene Parsons	$213 to attend Annual Conference of Assoc. for CA College Tutorial & Learning Assistance.
Pat Efseaff	$155 to attend Parliamentary Procedure Training.
Susan McCall	$235 to attend Annual Conference of Assoc. for CA College Tutorial & Learning Assistance.
Miriam Sales Helen Farinacci	$19 each to attend AAWCJC Fall Conference.
Connie Farrara	$123 to attend How to Write/Design/Edit Newsletters Seminar.
Flo Johnson Sylvia McDougle	$50 each to attend Successful Administrative Assistant Seminar.
Loretta Lutz	$70 to attend Efficient Assistant Seminar.
Valerie Johnson	$100 to attend Black Women's Leadership Conference.
Michelle Gray	$70 to attend Assertiveness Skills Seminar.
Nancy Whitaker	$200 to attend Aldus Technical Training.

Al Sakuma	$420 to attend Video Expo, CAMMP Show and No. American TV Institute.
Karen Treanor	$150 to attend Pagemaker 4.0 Training.
Tamara Sasaki	$115 to attend How to Work With Impossible People Seminar.
Pat Green	$100 to attend 1991 Disabled Students Program Conference.
Melissa Green	$80 to attend NC5 Spring Conference.
Michelle Gray	$300 to attend Black Assoc. Community College Conference.
Rosa Perez	$55 to attend Influence of Hispanics on Tomorrow's Community Colleges.
TOTAL AWARDS	**$3,333**

Classified Educational Awards

Loretta Perkins	--	100
Mary Smith	--	100
Joanne Salzberg	--	100
Kali Repanich	--	100
Martha Placencia	--	50
Bob Fleming	--	50
Debra Campbell	--	50
Loretta Lutz	--	50
Aurora Jimenez	--	50
Renata Lensky	--	100
Karen Rickard	--	40
Aurora Jimenez	--	40
Kim Beretta	--	100
Beverly Kirkpatrick	--	50
Deana Ortega	--	100
Alan Green	--	100
Michelle Gray	--	100
Kim Gardner	--	100
Rosa Perez	--	100
Judy Quayle	--	100
Melinda Linscott	--	50
Barbara Dimopoulos	--	80
TOTAL AWARDS		**1,710**

C. Management

Workshops/Activities

October 1990	A Morning With John Roueche Presented by John Roueche
October 1990	Creativity: Alternative to Burnout Presented by Lois Philips
November 1990	CableData Tour
December 1990	Networking Luncheon
January 1991	How to Handle Students With Emotional Problems Presented by Sue Lorimer
April 1991	Legislative Update Presented by Arnold Bray
May 1991	Planning Session

Registration Funded for Seminars/Workshops

Marnell Nicknig	$195 to attend How to Make Presentations With Confidence Seminar.
Marnell Nicknig	$25 to attend Sacramento Postal Customer Forum.
Nanci Lee	$20 to attend ACCCA Mentor Conference.

MINORITY STAFF DEVELOPMENT RETREAT

MAY 18, 1991

SUMMARY EVALUATION

Francisco M. Arce, Chair
Multicultural Awareness Staff Development Committee

The day long retreat consisted of two workshops. The morning workshop: "Staff Mentoring Staff", facilitated by Manuel Ruedas focused on defining the role of the mentor and the mentee and developing a strategy for implementing a mentoring process for new minority staff members.

The afternoon workshop, "Developing Leadership Roles", was facilitated by Francisco Arce. This two part workshop focused on: What are the characteristics of leadership?, and two, What are your personal leadership roles?

Both the mentoring and leadership workshops were very successful. Both used an interactive approach modeled along the Great Teachers Seminar format.

The day was a success because participants were able to share with each other the workshop topics. Everyone left feeling it was worthwhile day.

OUTLINE OF TOPICS COVERED

FACULTY MENTORING WORKSHOP - 9:00 A.M. - 12:00 NOON

I. Define Faculty to Faculty Mentoring:

1. PURPOSE
   - Orient new faculty to the local culture and campus
   - military checklist for orientation before a person starts working at the college
   - introduction to informal activities

2. GOALS
   - Professional support
   - get help
   - share teaching methodology
   - learn the system
   - offer information on both the College and the District on and the administration
   - take advantage of resources
   - let people know what their contribution means - ie: send people notes about accomplishments (peer recognition)
   - provide organize chart

3. STAFF DEVELOPMENT
   - Advice on teaching and type of growth opportunities

4. Provide role model
   - layout timetable
   - develop a common agenda

5. Identify and relate to key issues

6. Guidelines on how to network
   - peer recognition
   - social machining to promote each other
   - how you sell people and their skills

7. Advise and involve the part time faculty in the mentoring process

8. Share resources with part time faculty

9. Mentoring is a two way street
   What are the responsibilities of the mentees?

II. Define the role of the mentees

1. Must learn how to access the system and take advantage of opportunities.

2. Use part time orientation, flex days and other events to involve mentees.

3. Prioritize requests for committee involvement and participate accordingly.
   (Do not allow new faculty to become inundated)

4. Encourage the mentee to participate in extra curricular activities.

5. Be encouraged to maintain a higher profile.

6. Mentees need to be more aggressive in taking advantage of opportunities.

III. Establish a Mentoring Structure

1. Identify mentors and mentees

2. Establish minimum goals and timetables between mentor and mentees.

3. Develop guidelines or a check list of mentoring tasks.

4. Introduction of key staff and personnel.

5. Establish a mentor protocol and provide training and workshops.

6. Host social events or group activities to promote mentoring.

7. Prepare department for mentee development.

LEADERSHIP WORKSHOP 1:00 - 4:00 P.M.

CHARACTERISTICS OF A LEADER

- Learning Roberts Rules of Order. (Carol Washington)
- Goal oriented
- Develop C. V.
- Articulate and good listener
- Poses a vision for greater mission (micro and macro)
- Must be a risk taker
- Must be firm and fair
- Must have a clear sense of values
- Must be punctual
- Be aware of one's limitations
- Posses delegating skills
- Able to work with others
- Be willing to nurture others
- Commitment
- Positive personality
- Inspire others
- Learn to say "no"
- Flexible
- Must be responsible
- Being able to bring out the best in everybody
- Volunteer
- Must have professional appearance

PERSONAL LEADERSHIP ROLES

Gus - Original supervisor of College Awareness Program. Former chair of E.O.C. Council. Helped establish Outreach Center.

Dean - Guiding and advising graduates students

Maria - Club advisor, Academic Senate, WASC, Davis Chinese School, Halfway House

Whitney - Volunteer when asked; sees students out of norm

Luther - College Athletics, Military Officer, Supports student, Extra curriculum activities, "Esprit de Corps"

Soheir - Instructional leader, Mentored 7 Ph.d's, Anthropology Department Chair

Esther - NAACP, Community

Rosa - President of Los Rios Classified Employees Assoc., PTA, Classified Advisory Committee member, Affirmative Action Committee Member

Dolores - FACCC President, UFW Organizer, Catholic Charities Chair and Social Services Board, SCC Barrio Education Center Co-Founder, Student Nurturer

Gregg - Instructional Leadership

Rosemary - V.P. Student Services, Advocate for Students and Staff

MINORITY STAFF DEVELOPMENT RETREAT PARTICIPANTS

MAY 18, 1991

Arce, Francisco, Dean, Behavioral/Social Science Division

Bell, Greg, Engineering Instructor

Berumen, Gus, Counselor

Campbell, Dolores, History Instructor

Montijo, Rosemary, Vice President Student Services

Murakami, Dean, Psychology Instructor

Navarrette, Frank, Political Science Instructor

Nelson, Esther, Counselor

Nolan, Luther, Science Instructor

Perez, Rosa, Behavioral/Social Science Department Secretary

Ruedas, Manuel, Counselor

Stolba, Soheir, Anthropology Instructor

Yamamura, Whitney, Economics Instructor

Wong, Maria, Counselor

retreat.518

AMERICAN RIVER COLLEGE

Evaluation Report -- AB 1725 Staff Development Activity
(To be completed within 30 days of activity)

Name _____

Faculty _____ Classified _____ Management _____

Position/Assignment _____

Staff Development Activity _____

_____

Review the "Standards for Funding" on the reverse side and indicate which category your activity relates primarily to: _____; other categories activity relates to _____.

Please use a separate sheet of paper to briefly (1-2 pages) answer the following statements:

1. Describe the staff development activity.

2. Indicate your overall evaluation of this activity/event. Describe your impressions -- good and bad -- of the activity including whether you would recommend it to others.

3. Describe the specific changes you have made or plan to make as a result of this staff development activity. Focus on how you have or will integrate the information from this activity into your assignment.

ATTENTION

Please complete this form and attach your 1-2 page statement and return two copies to the research office within 30 days of staff development activity.

October 1990
Research Office

AMERICAN RIVER COLLEGE
AB 1725 Standards for Funding

A. **Improvement of Teaching**
This category deals primarily with improvement of instructional techniques rather than with discipline content. It is the acquisition of a teaching method(s) which already has been established in education. As such, it is not the development of a new technology or methodology.

B. **Maintenance of Current Academic/Technical Knowledge and Skills**
This category is for updating discipline content knowledge within all academic fields except those normally falling under the heading of vocational education. While primarily for teachers, it also covers management, counselors, classified staff. The "discipline" for staff outside of teaching would be any body of knowledge directly related to a job assignment.

C. **Inservice Training for Vocational Education and Employment Preparation Programs**
Designed for all staff in vocational education, this category deals with maintaining current skills and knowledge for the direct employment of or the upgrading of programs for students.

D. **Retraining to Meet Institutional Needs**
The primary purpose is retraining for a different assignment within the institution (e.g., from one discipline to another).

E. **Intersegmental Exchange Programs**
This category deals primarily with exchanges (e.g., reassignments, meetings) among high school, community college and university staff. It is intended to foster inter-institutional relationships, but may include exchanges between staffs of community colleges.

F. **Development of Innovations in Instructional and Administrative Techniques and Program Effectiveness**
The purpose is not conventional updating but acquiring information and skills about a new, exploratory, and innovative approach within any staff assignment. As such, this category supersedes categories A, B and C.

G. **Computer and Technological Proficiency Programs**
This category is for training associated with new equipment or new technology. It is to develop proficiency with such equipment.

H. **Courses and Training Implementing Affirmative Action and Upward Mobility Programs**
Dealing with affirmative action and mobility, this training of staff relates to underrepresented groups.

EXCERPTS FROM EVALUATION REPORTS

Faculty Awards for Off-Campus Conferences/Workshops/Retreats

California Educational Computing Consortium Workshops -- Participation in these workshops has increased my skills in developing computer-assisted instructional materials for use in geography classes at American River College. In addition, I have been able to share my newly-acquired skills with other faculty members who have an interest in developing instructional materials for their subjects. *Geography Instructor*

Conference of the California Association for the Education of the Young Child -- I came away with ideas relating to the design of learning environments in ECE, fostering the development of infants, substance-exposed infants and child development in the community college system. *Early Childhood Education Instructor*

Conference in Computers and Writing -- Because of attending this conference I have gathered many new ideas about ways to teach in the English Department's new computer classroom. I will present some of these ideas during a flex workshop I plan to lead in August, and I will present others during faculty workshops I plan to hold during fall semester. English Instructor

College Reading and Learning Association Conference -- As a result of this conference, I reported to our department during flex activities, made a presentation to the Chemistry department on using a nemonic device for teaching the Periodic Table using an extended metaphor and have been asked to make other presentations. *Reading Instructor*

Community College Social Science Association Conference -- I picked up some refinements in the methodology of public opinion polling which I have introduced already into the public opinion section of my political science classes with seemingly favorable results . . . plus (the conference) produced some valuable insights to the Mid-East and the ramifications of the war which I have already incorporated into my International Relations course. *Political Science Instructor*

Critical Care Update Workshop -- I have updated my lecture content to include current pharmacology for the cardiovascular and respiratory systems. *Nursing Instructor*

Conference on Chemical Education -- I have already started to use some computer interfacing for data collection in my Chemistry 1B course . . Many of the microscale techniques and experiments I learned at the conference are very adaptable for the general chemistry labs as well as for the introductory chemistry labs. I am planning to utilize some microscale techniques in both my Chemistry 1B and Chemistry 3 labs this semester. *Chemistry Instructor*

Classified Awards for Off-Campus Conferences/Workshops/Seminars

Disabled Student Program and Services Conference -- I will be able to incorporate the information I gained at this conference into our upcoming flex-calendar activities regarding relevant workshops our area intends to sponsor such as Working With the Psychologically Disabled Student on campus. *Student Personnel Assistant, Disabled Students Center.*

Aldus Technical Seminar -- As a result of this seminar our office has purchased the new version of Pagemaker, which is more "friendly" than the old version. Because of the seminar we feel very comfortable using it. *Community Services Clerk*

Assertiveness Skills for Managers and Supervisors Workshop -- I have put to use some of the new and renewed skills that were taught in the workshop such as being more specific when asking for a request and listening more attentively. I am also putting into practice the skill of being more cautious and selective in the assertive statements I use when communicating with co-workers, students and the general public. *Campus police officer*

Successful Administrative Assistant Seminar -- I am utilizing the information given in prioritizing my work. The information on behavioral styles and Neurolinguistic Programming (NLP) helps me to better understand the variety of personalities I deal with each day in the counseling center. *Secretary / Counseling*

Parliamentary Procedure Training -- Knowledge gained through this training has already been put into practice. I have held two seminars with the Student Association to introduce them to Robert's Rules and the principles of parliamentary law. I have also developed a 12-page handbook that is used in my workshops and for students to keep for reference. *Student Activities Advisor*

How to Survive Managing People Seminar -- Perhaps the most helpful information presented that I have put to use is management by objectives. . . by setting objectives with my crew, delegating responsibility and following-up on their work, I have become a better leader. *Head Custodian*

Association of Educational Communications and Technology Conference -- This conference came in time to help me with important research projects . . . a four-year plan to introduce instructional use of videodisc technology to our faculty and specifications for space and equipment for the soon-to-be-rebuilt Instructional Media Center. *Graphic Artist*

Visit to Department of Veterans Affairs in San Francisco -- My impression of the VA has changed now to include a much broader understanding of procedures and reasons behind the various regulations. *Veterans Affairs Clerk*

Forms returned - 106
faculty - 74 (25%)
classified - 28 (12%)
management - 4 (19%)

AMERICAN RIVER COLLEGE
STAFF DEVELOPMENT EVALUATION 1990-91

TO: ARC Regular Full-Time Faculty, Classified Staff & Management

This was our third year to receive AB 1725 staff development funds. The Staff Development Advisory Committee would like to know what you think about the program.

PLEASE TAKE A FEW MINUTES TO ANSWER THE QUESTIONS BELOW AND RETURN TO THE RESEARCH OFFICE BY JUNE 7.

Did you participate in the staff development program (described below) this year? **Yes** 65/21/4 **No** 9/7/0 (if no, please explain why on reverse side) if yes, check those activities you participated in:

FACULTY

TRC workshop or speaker	45
TRC mini grant	
TRC - other	6
Grant (travel, etc.) from Staff & Institutional Development Committee	22
Reassigned time from Professional Standards Committee	7

CLASSIFIED

Workshop	19
Travel/conf. grant	4
Area/office grant	1
Other	1

MANAGEMENT

Workshop	3M, 1C
One-day event	
Special seminar	2M

ALL STAFF

Computer workshop	16F, 6C
Computer consultant	2F
Multicultural Diversity workshop	4F, 1C
Multicultural Diversity retreat	3F
Shared Governance Colloquium	3F, 3C,
Other activity through AB 1725 funds	1F, 3C, 3M

ON A SCALE OF 1-5 PLEASE RATE THE STAFF DEVELOPMENT PROGRAM IN EACH OF THE FOUR CATEGORIES:

	1 Poor	2 Fair	3 Adequate	4 Good	5 Excellent
Comprehensiveness		2F,1C	3F,4C	18F,6C,2M	27F,8C,2M
Diversity		3F,2C	3F,3C	14F,6C,2M	30F,6C,2M
Overall quality	1C	2F,2C	4F,2C	16F,6C,3M	27F,8C,1M
Publicity	1C	1F	2F,4C	18F,5C,2M	30F,8C,2M

What suggestions do you have for improvement? (Use reverse side)

Check one: Faculty _____ Classified _____ Administrator _____

Research Office/May 1991

Article 5. Community College Faculty and Staff Development Fund

87150. There is hereby created in the State Treasury the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

87151. The Board of Governors of the California Community Colleges shall annually allocate funds appropriated for the purposes of this article to each community college district whose chief executive officer has submitted to the chancellor an affidavit which includes:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

87152. (a) The initial allocation to each district, from funds appropriated by the Legislature therefor, shall be an amount equivalent to one-half of one percent of the fiscal year revenues, as defined by Section 84700, received by the district, for the 1987–88 fiscal year.

(b) In subsequent fiscal years, no district shall receive an allocation greater than 2 percent of its fiscal year revenues, as defined in Section 84700, for the prior fiscal year.

87153. The authorized uses of funds allocated under this article shall include all of the following:

(a) Improvement of teaching.

(b) Maintenance of current academic and technical knowledge and skills.

(c) In-service training for vocational education and employment preparation programs.

(d) Retraining to meet changing institutional needs.

(e) Intersegmental exchange programs.

(f) Development of innovations in instructional and administrative techniques and program effectiveness.

(g) Computer and technological proficiency programs.

(h) Courses and training implementing affirmative action and upward mobility programs.

(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges. including, but not necessarily limited to, programs designed to develop self-esteem.

87154. This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

SEC. 27. Chapter 2 (commencing with Section 87200) of Part 51 of the Education Code is repealed.

SEC. 28. Chapter 2.5 (commencing with Section 87350) is added to Part 51 of the Education Code, to read:

You should also be aware of the general project criteria which the Chancellor's Office and the California Postsecondary Education Commission regard as the highest state priorities. From the State perspective, evaluation of the effectiveness of staff development programs will very likely make use of these criteria and projects involving any of the authorized uses could address these criteria. These criteria are:

- Improving classroom instruction and service delivery to students.
- Addressing the needs of changing student populations, especially underrepresented and underprepared students.
- Advancing faculty and staff affirmative action. (While separate funds have been designated in AB 1725 for affirmative action, any projects funded through the Faculty and Staff Development Fund which would contribute primarily or incidentally to affirmative action should also be pursued and documented.)
- Integrating faculty and staff development planning with overall institutional research and planning.

ERIC Clearinghouse for Junior Colleges NOV 15 1991